

# Walton Lane Nursery School & Rocking Horse Club

<b>Policy:</b>	<b>BEHAVIOUR POLICY</b>
<b>Reviewed:</b>	September 2021
<b>Next Review:</b>	3 years or as legislation may require
<b>Responsibility:</b>	Family support team
<b>Category:</b>	Safeguarding (Childcare Policies)

We aim to ensure that Walton Lane Nursery School and Rocking Horse Club is a welcoming, friendly and safe place where children feel happy and secure so that they are confident to explore new learning experiences.

The purpose of this document is:

- To ensure there is consistency amongst staff in the high expectations of children's behaviour, and their response to children's good or undesirable behaviour.
- To provide children with clear expectations of their behaviour and so enhance their feelings of security in the centre.
- To promote an atmosphere that is conducive to learning.
- To promote the children's moral development through an understanding of what is right, wrong and why.
- To promote the children's social development within a community.

## **Our expectations of children's behaviour**

- To show respect and be considerate to all children, adults, the setting and community as a whole.
- To use appropriate language allowing for national, regional and cultural differences.
- To take turns.
- To share.
- To persevere at activities.
- To begin to understand the consequences of their actions to others and to communicate regret for harm and upset they may have caused and find a way to make the other person feel better.
- To be polite, remember to say or sign please, thank you, excuse me.
- To pitch your voice appropriate to the surroundings.
- To show respect for other people's work.
- To take care of resources and the environment.
- To demonstrate good table manners.
- To move around the setting in a safe and orderly manner.
- To behave sensibly and safely around the setting, with regard to themselves and others.
- To be aware of differences in play indoors and outdoors.

## **Good behaviour**

We believe that our expectations of good behaviour will be met mainly through positive reinforcement. We employ a number of strategies to encourage good behaviour.

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- Recognising and praising good behaviour to individuals.
- Recognising and praising good behaviour to groups of children.
- Good behaviour is held up as a model to other children.
- Rewarding good behaviour as appropriate (e.g. responsibility, choosing the story).
- Inform parents/carers of good behaviour in the child's presence.

### **Achieving our expectations of good behaviour**

Children need to learn how to behave in different situations and we employ several different strategies in addition to positive reinforcement to help in the process.

- Staff give clear explanations to individuals and groups about how we expect them to behave.
- Involve the children in setting our rules.
- Adults model appropriate behaviour.
- Adults use positive language e.g. "Good walking" rather than "Don't run".
- If children do run they are asked to go back and try again walking.
- Staff support the child to apologise or think of solutions to make it better if they have caused harm or upset, whether it is accidental or on purpose.
- The difference between an accident and on purpose is explained to children.
- When a child has carried out an undesirable action:
  - Staff ask/remind/explain why the behaviour is undesirable and ask the child to stop.
  - If the child repeats the undesirable action they are reminded not to do it and given the reason.
  - If the child repeats the action again, and it involves an area, for example, the sand, they are asked to play elsewhere and the staff explain why they are being moved.
  - If the child repeats the action in other areas they are asked to stay with the adult or sit and reflect for a specified time (if appropriate to the child).
- If an undesirable action has caused some mess then the child is asked to clear it up (if appropriate).
- Staff use their knowledge of the children to gauge appropriate rewards and sanctions.
- If a child's undesirable action has caused harm to another child, then both sets of parents are informed when the children are picked up at the end of the session (it is NOT appropriate to mention the other child/children's name to the other parents).
- If a child refuses to change their behaviour and becomes agitated and/or aggressive the child is told their behaviour is undesirable and they are left to calm down, monitored and staff ensure the safety of the child, themselves

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and others. Once the child has calmed down the adult will talk with them about their behaviour and its consequences.

- Staff are vigilant to gain a full picture of a child's behaviour and the causes.
- When a member of staff has specified a consequence of repeating an undesirable action to a child, they must carry it through e.g. "if this happens again I will ask you play somewhere else".

Some children may persistently exhibit inappropriate behaviour. Parents/carers are informed of staff concerns and the setting and parents/carers work together to identify causes for the inappropriate behaviour and to develop and implement strategies to improve behaviour and monitor progress. Behaviour Monitoring forms or an Individual Behaviour Plan may be needed in some cases.

### **Physical intervention**

On very few occasions a child's behaviour could put them at risk of harming themselves or others, or damaging property. In such circumstances staff may need to intervene physically. Physical intervention uses the minimum degree of force necessary to prevent harm. This form of physical intervention may involve staff:

- Physically interposing between children.
- Blocking a child's path or their harmful actions.
- Escorting a child.
- Shepherding a child away.
- Only in quite exceptional circumstances, staff may need to use more restrictive holds.

Where physical restraint has been used, records of the incident will need to be kept. A brief note should be made in the centre's Serious Incident Book and an Information Sheet (with body map if appropriate) should be completed.

Staff will be made aware of the Behaviour Policy, procedures and physical intervention during their induction and through ongoing staff development.

Working in partnership with parents/carers is integral to the success of this Behaviour Policy. In order for it to work in practice their contribution is vital. We will achieve this by sharing the expectations of behaviour at the centre, through informal and formal discussions with parents/carers.